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ABSTRACT

Writing processes and writing skills are highly compatible, but only if "writing skills" are defined as genuinely helpful learning strategies rather than prescriptive techniques or isolated forms and rules. Increased skill is a product of meaningful practice, not prescriptive instructions or isolated drills. In the present context, the term strategic writing instruction refers to the teaching and acquisition of rhetorical and self-regulatory strategies for use during writing processes, strategies that can be defined as "behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding processes" (Weinstein and Mayer). Two examples of strategic writing instruction should help to explain this important concept. In the first example, a ninth-grade teacher gives her students a writing sample and after asking them to write a composition in response to it, administers a questionnaire on the writing process. She finds, interestingly, that the good writers instinctively follow a writing process that the poorer writers do not. She therefore works with the poorer writers individually to help them understand the process behind writing. In a second example, however, a teacher following a similar process finds that some of his students cannot grasp writing processes explained verbally. He therefore uses a computer to convey the same concepts spatially. Through this process, a student, using arrows, learns that all ideas in a paragraph must be connected to the topic sentence, or as he refers to it, the "top sentence." (Contains 14 references and 1 figure.) (TB)

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When Process Writing Fails:
Strategy Instruction for Nonmainstream Writers

Paper presented at the annual meeting of the National Council of Teachers of English,

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

When Process Writing Fails: Strategy Instruction for Nonmainstream Writers

James L. Collins and Kathleen M. Collins

Writing processes and writing skills are not separate. We just tend to look at them that way.

The point we want to make in this article is that writing processes and writing skills are highly compatible. We hasten to add that our emphasis is on skills defined as genuinely helpful learning strategies rather than on skills as prescriptive techniques or isolated forms and rules. Increased skill is a product of meaningful practice, not prescriptive instructions or isolated drills. Most process-oriented teachers would object to teaching which includes instructions such as "write a thesis statement and give five examples," but the problem with such teaching is not the writing skills required by the instruction, but rather how the instruction itself is presented. Academic writing generally favors a hierarchical pattern of thought with a main idea followed by clarifying information, and certainly we should teach the skills necessary to control this pattern. Whether writing skills are presented as formulas or learning strategies, however, makes all the difference. Formulas and other hollow, fill-in-the-blanks devices work best for students who already enjoy considerable success with writing, enough success in the case of our example to determine what a thesis statement is and how it can be clarified and exemplified. Less successful writers are more likely to benefit when skills and instructions are presented as learning strategies.

In what follows, we define learning strategies and show how strategic writing instruction can help students who have serious difficulties with writing. We have in mind students usually referred to as "general" or "developmental," students perceived as learning-disabled, at-risk and lower-track. A disproportionate number of such students are urban and minority and not college-bound; they are often resistant and unmotivated and unfamiliar with the demands of academic literacy. Process approaches often tend to neglect struggling writers by assuming that literacy comes naturally to everyone, as it seems to for children from mainstream middle-class backgrounds, and so we recommend supplementing process-based instruction with explicit

teaching of strategies for producing academic writing. We first define strategic writing instruction and then show how it can be used to help students overcome difficulties with writing. We conclude with general recommendations for supplementing process-based writing activities with the teaching of learning strategies.

STRATEGIC WRITING INSTRUCTION

The study of learning strategies is part of cognitive science, an interdisciplinary field of research focusing on how people learn, think, remember and motivate themselves. The main objective of cognitive science is to discover general principles of human cognition, and its main research method is to compare novices with experts on various cognitive tasks. To the writing teacher's perennial concern with methods of learning writing techniques and rhetorical strategies appropriate to particular writing tasks, cognitive science asks us to add an awareness of self-regulatory strategies, ways of controlling one's behavior during the writing process by setting goals and monitoring progress toward achieving them. The learning of rhetorical and self-regulatory strategies is at the heart of the cognitive-science approach to understanding writing and the teaching of writing, and some notable examples are Linda Flower (1985) on problem-solving strategies for college writers, Bereiter and Scardamalia (1987) on the differences between the knowledge-telling strategies of unskilled writers and the knowledge-transforming strategies of mature writers, and Harris and Graham (1992) on instruction in highly focused composing strategies and self-regulatory procedures for learning-disabled writers.

We use the term strategic writing instruction to refer to the teaching and acquisition of rhetorical and self-regulatory strategies for use during writing processes, strategies that can be defined as "behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding processes" (Weinstein and Mayer, 315). The key concept in strategic instruction is to focus on teaching how to learn rather than on what to learn. The teaching of rhetorical principles, for example, is not isolated and emphasized in strategic writing instruction because such teaching would focus on the what of learning; instead the focus is on making sure students learn how to use one or two key strategies at a time for both writing and self-regulation.

Generally, strategic writing instruction consists of four steps: identifying a strategy worth teaching, introducing the strategy by modeling it, helping students try it out with workshop-style teacher guidance, and then helping students work toward independent mastery of the strategy through repeated practice and reinforcement.

AN EXAMPLE OF STRATEGIC WRITING INSTRUCTION

An example will clarify and illustrate the process of strategic writing instruction we have just outlined. Kathleen Collins prepared the following lesson by asking a class of ninth graders to bring a newspaper or magazine article they were interested in to class. She told them about this assignment several days ahead of time and made extra newspapers available for them during their lunch break so that they all had the opportunity to find an article. In class, on the day the articles were due, Kathleen led a discussion of the content and organizational patterns of the different articles they had brought in, including, for example, such matters as how the author of an editorial organized her writing differently from the author of a front page news story. She then had students brainstorm lists of different types of writing and their various purposes. Next, Kathleen told them to respond to their articles by writing an essay.

The next day in class Kathleen asked the students to fill out a brief questionnaire regarding how they had completed their writing assignments. She then collected and read both the compositions and the questionnaires. Thus began the first step in strategic writing instruction: identifying strategies to teach to the less successful writers. Here are two questions from the questionnaire and sample responses from students who wrote successful and unsuccessful essays on their articles:

Question 1: How did you begin writing?

More Successful Writers:

"I began with an opening sentence that explained what I was writing about."

"I began writing by stating the main idea of the article."

"I tried to start off with a good sentence to let you know what I was going to be writing an essay on."

"I began writing by trying to start off with the main points of the article."

"I began writing by rearranging the first sentence of the article."

"I followed how the author of the article started the article and used my own words."

"Before I started writing, I brainstormed and ...I read another article on the same topic...that helped a lot."

Less Successful Writers:

"I began writing messy."

"Well, I asked my sister how would I start off and she couldn't tell me so I guessed."

"I did not do the essay."

Question #3 How did you organize this piece of writing?

More Successful Writers:

"I followed the way the author of the article organized his."

"I wrote like the article."

"I went in the order of the action that took place."

"I organized my writing in order. For example, what happened first, second, third, and so on."

"I started with an introductory paragraph, put supporting paragraphs in the middle, and gave a closing paragraph in the end. My supporting paragraphs are what explained my topic in detail."

Less Successful Writers:

"I did it in cursive and wrote in paragraphs."

"I organized it by just thinking of a first sentence and then going from there."

"I didn't"

"I really didn't. I just started writing."

A comparison of "more successful" and "less successful" strategies leads to the conclusion that the successful strategies, such as "I began with an opening sentence that explained what I was writing about," are both rhetorical and self-regulatory. The writer, in other words, used the strategy to accomplish the rhetorical objectives of getting started and planning or organizing the writing, and the writer also used the strategy to signal for herself when those objectives had been met, that is, as a way of controlling her behavior during the writing process by setting goals and monitoring progress toward achieving them. The writer not only possessed a strategy for getting the writing going by framing her response, but she monitored her own use of that strategy. The less successful writers seemed to get started by just beginning to write, a strategy that offers little in the way of planning the whole piece and monitoring its production.

In the class of ninth graders, Kathleen determined that the more successful writers were basing their thinking on close readings of the articles they were writing about. They used multiple readings of their articles, and they relied on the articles as models of organization and as sources of content. They didn't copy directly from the articles, but instead re-worded and summarized and evaluated what the article said. Kathleen's way of explicitly describing the thinking behind the strategy the student reported as, "I began with an opening sentence that explained what I was writing about," is to say that the student read the article closely, decided what it was saying, and then wrote a sentence summarizing and interpreting its content. We will refer to this strategy as "Read-Think-Summarize-Interpret."

Step two in the strategic instruction process is to introduce the strategy by modeling it. Kathleen selected double-entry notetaking as an external framework to support the "Read-Think-Summarize-Interpret" strategy. In double-entry notetaking for this purpose, the students divided a sheet of paper in half vertically and recorded notes on what is read in summary form on the left side and reactions to and interpretations of what is read on the right side (David, 1992). The

notetaking thus provided constructive and repetitive praetice with reading, thinking about, summarizing and interpreting text.

One student who benefited from the "Read-Think-Summarize-Interpret" strategy was a ninth grader we'll call Margarita. Margarita was a good candidate for needing to learn the strategy because her writing about the article she selected showed many portions copied verbatim from the article, as indicated here by italics:

> My essay is on article entitled "Just take away their guns." It talks about tougher gun-control legislation and if it works or not.
>
> *The President thinks tougher gun control will work.* But *the public supports it but* thinks *it won't work.* Who is right? *The public is right.*
>
> *Only about 2% of 65 million or so privately owned handguns are employed to commit crimes, and about one-sixth of those are purchased from a pawn or gun shop. Most handguns used by criminals are stolen, borrowed, or bought privately.* If they *shrink the stock of legally purchased guns or ammunition,* it *would reduce the capacity of law abiding people to defend themselves.*
>
> *According to the Burea of Justice Statistics, people who defend themselves with a weapon are less likely to lose some property in a robbery or [be] injured in an assault than those people who don't defend themselves.* Most people say that *owners are more likely to shoot themselves or hurt their loved ones than to stop a criminal.* Is that true. *No, half of the firearm accidents known involve rifles and shotguns, not handguns.*
>
> The article also stated that *the National Rifle Association urge the government to punish more severely people who use guns to do crimes. Modern science can help* , too. *Metal detectors at airport have reduced skyjackings and bombings to* just about none. But *the police need something that will work from a distance of ten to 15 feet t*hat would [let] them know if someone were carrying a gun. Hopefully the *engineers and scientists* will be able *to design a better gun detector.*

Margarita's strategy had been to copy the main ideas directly, nearly verbatim, from her reading. She knew that she needed facts to support her position, but she apparently lacked the strategy of re-formulating and re-stating ideas in her own words rather that plagiarizing; in other words, she was not using the "Read-Think-Summarize-Interpret" strategy. Even where she used her own words, she did not use her own ideas. Kathleen helped her overcome the reliance on copying by using double-entry notetaking to model summarizing and interpreting the main ideas and facts from a text and expressing them in her own words. Kathleen selected three articles from the Washington Post that all dealt with the same incident, a recent fatal automobile accident in a nearby town that involved teens and alcohol. Two of the articles were editorials (of opposing viewpoints) and the third was a factual report of what happened. She began with the factual article, "Teens and Cars: Making it a Safer Mix" by Judy Mann, and started taking notes on an overhead, recording and discussing comments from students in Margarita's class, as in this excerpt:

Summary of Reading	Responses and Interpretations
(Important facts, quotations, main ideas, statistics *"from the text"*)	(Thoughts repeating what the text says *"from your head"*)
She started out with a personal experience [her son]	I like the way she started it!
Traffic accidents are the number one killer of teenagers	Why did the NHTSA wait to have so many tragedies before doing anything? They shouldn't have waited so long.
Fatality rate for teen drivers is about 5x's that of any other age group, 40% of those involve alcohol	

The National Highway Traffic Safety Administration is pushing for the provisional licensing program in all states. 13 states, inc. Maryland and West Virginia, have started it.	I think that is a little too strict for the young teenagers. I also think it is a good way to reduce such crashes and violations....it's going to have some problems. Teens haven't gotten the point yet.

The students in the class then wrote their own double-entry responses to the second article, "Teen's Death Drives Home Point, For Now" by Steve Twomey. This is the third step in strategic writing instruction, helping students as they use the strategy to work on their writing. Here is an excerpt from Margarita's notes, followed by the essay she subsequently wrote in writing workshop:

Summary of Reading	Responses and Interpretations
Walt Whitman High School lost 2 classmate and almost lost 2 others	This is a very sad story
16 yr. old's license was 3 weeks old	Why was she driving?
Most parents can't wait until their kids are driving, but that means they can get to parties easier	Teenagers aren't dumb, they just do dumb things. It is true that most teenage parties have no adult supervision. I think if parents knew they wouldn't want their kids driving.

* * *

Teens and drunk driving is very common these days. You are probably asking, "But how do they get the alcohol?" But it's very simple. They get it from parties, friends, and even family members. Family? Yes, most households have alcohol in them. What I mean is, most adults drink, don't they? Yes, most adult drink most of the time. Most

teens just go and get the alcohol from the refrigerator, cabinets, or any hiding place a family member thinks no one knows about but that's how it is.

To stop this drinking and driving among teens we should enforce the provisional licensing program. The provisional licensing program is a program that the NHTSA is trying to enforce in all states. So far only 13 states have this program that requires a teen to have an adult (21 years or older) with a license in the car to be able to drive between the hours of midnight and 5 A.M. And if you get caught drinking and driving or driving recklessly, your license will be taken away on the spot.

Another way we can prevent drunk driving to organize a club or activities for teens. That [way] kids have a place to go on the weekends instead of going to alcoholic parties. Also, have parties that are chaperoned by responsible adults. But pretty much don't say nothing, just watch that there aren't any fights, alcohol, or smoking of any kind.

The final way is if teens get caught drinking and driving, take their license away on the spot until they show some responsibility. For example, make them have to do community work until get there license back.

These days drunk driving is very common among teens. We could do a lot of things to change that. For example, we could have provisional licensing, clubs and activities to keep kids busy on weekends, and finally, if they are caught driving drunk, their license should be taken away until they show some responsibility by doing community work.

This second essay is longer than Margarita's first one. It is also much more specific. More importantly, Margarita has composed the essay herself rather than copying most of it from the text she wrote about. When asked what academic activity she felt benefitted her the most her freshman year, Margarita wrote, "The DEN's [double-entry notes] helped me because I usually have a hard time writing essays....DEN helped me because it helped me write down what I'm thinking about while I'm reading." Step four in strategic instruction is helping students work toward independent mastery of the strategy through repeated practice. Margarita will need such practice before she has

mastered the "Read-Think-Summarize-Interpret" strategy, but we think she is well on her way toward being able to use the strategy to help control her writing.

LEARNING DIFFERENCES AND STRATEGIC INSTRUCTION

Our research to date indicates that Margarita is fairly typical of the students we are focusing on, secondary students who have difficulty with writing. We are convinced that many, perhaps most, struggling writers can benefit from the disciplined method of conceiving and working toward compositional goals contained in strategic writing instruction. This is not surprising, since the steps in the method have the primary purpose of making writing manageable.

But not all struggling writers benefit from modeling and practicing the strategies of successful writers. We suspect this is because successful writing strategies, almost by definition, rely rather heavily on verbal channels of learning, and some struggling writers have trouble learning writing strategies through verbal channels, that is, through teacher talk and textbook language which describes writing techniques in exciusively linguistic terms. Here's an example from a recent handbook:

> With your thesis statement before you as your controlling idea, begin organizing your supporting ideas. As you write your thesis statement, you will probably think of more ideas related to your topic and ways to expand ideas you have already recorded. Don't hesitate to add these new ideas to your prewriting notes. At this time, review all those notes. Select the ideas that are relevant and cluster them. Think of how to fit your thoughts into a coherent essay." (Marius and Wiener, 1994, 22)

This is time-honored advice on how to get from an abundance of information to a coherent essay, and there is nothing wrong with such advice for writers who can process writing instruction verbally. Other writers, however, might have difficulty with the advice. Perhaps they don't know what a thesis statement is, or aren't sure how it is both different from and related to a topic. Or perhaps they have trouble thinking of more ideas while expanding the ones they already have and then selecting the relevant ideas. Or maybe they just can't see how coherence emerges from all of

this. The advice, in short, favors writers who can make sense of heavily verbal instructions in how to produce writing.

Our experience working with learning-disabled writers suggests they are often among the writers who have trouble with the kind of advice just reviewed. In fact, we have learned that it makes considerable sense to think of writers who have been labeled "learning-disabled" as writers whose learning strategies are more readily tuned to non-verbal channels than verbal ones. In this section we present another example of strategic writing instruction, this time to illustrate how it can be used to assist with a non-verbal learning style. The following account tells how a learning strategy was developed by Jim Collins while working with a learning-disabled ninth grader we'll call Brandon. In our introduction we noted that academic writing generally favors a hierarchical pattern of thought with a main idea followed by clarifying information, and we added that we should teach the skills necessary to control this pattern to students. Brandon appears to fall into the category of students who do not control the "Main Idea - Clarifying Information" pattern, as illustrated by his response to an assignment from his English teacher which required him to present his opinion on the question, "Do you think professional athletes get paid too much or too little for their jobs?":

> Salaries, do you think someone who works 3 hours a week for 16 week desreve $2.6 million dollars. The person works 48 hours total and earns each hour $54,166,67. No one should earn that much money. Another person who makes too much for not enough work. Kevin Gogan just signed a contract for $3.6 million dollars for 3 years. No one dervise to earn that much money espically when people who work twice as hard don't make even close to that much money. I think something is wrong her.

Brandon's response to the "Salaries" task lacks a thesis statement, and it seemed appropriate to work with him on writing one for the paragraph. This is what Jim did. Throughout the next two conferences they talked about topic sentences, thesis statements and supporting ideas. Brandon seemed to have no trouble grasping the notion that paragraphs and compositions have central,

controlling ideas and that main ideas must be developed by means of supporting, more specific ideas. He readily agreed that these specific ideas must be carefully chosen and organized in a logical way, and he agreed that their relation to each other and to the central idea must be made clear. When it came time to write, however, Brandon had trouble remembering what had been said during the conferences, and even when reminded, he had trouble applying the advice to his writing. So much for the verbal channel.

Jim decided he needed another way of getting the "Main Idea - Clarifying Information" pattern across to Brandon. He wondered how composition teachers discussed the pattern before the notions of thesis statement and topic sentence had been invented. To that end, he consulted the oldest composition text he could find, Greenough and Hersey's English Composition (1923), where he found repeated references to visual means of conceptualizing the "Main Idea - Clarifying Information" pattern, as in these excerpts:

> The same reason that makes pictures, maps, and charts vastly more effective than text for certain purposes makes an outline plan the best test of the relative order and weight of the material. For a plan is a kind of picture, and a very vivid one so far as the order of points and the matter of coordination and subordination are concerned. (32)

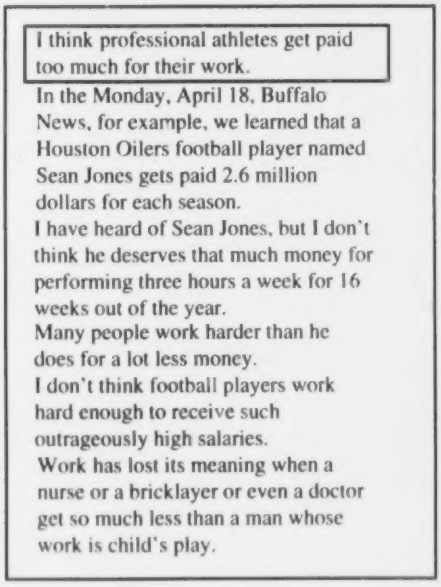
> One means of helping [the reader] keep his bearings is to give him at the beginning a bird's eye view of the country through which he is to travel." (40)

With these ideas in mind, especially with the idea of visually representing a composition as a trail through the territory covered by a topic, Jim decided that Brandon might benefit from having the language of writing class -- topic sentence, thesis statement, coherence and cohesion between ideas, and so on -- clarified through graphic means. He focused on the problem of a lack of logical connectiveness in Brandon's writing as, as in the "Salaries" assignment where Brandon has a topic, two examples and a conclusion, but the ideas seem disconnected or, at best, related by association or juxtaposition rather than by a discernible pattern of logic. Jim decided to work on a strategy for conceptualizing logically connected writing by visually representing the pattern of logic

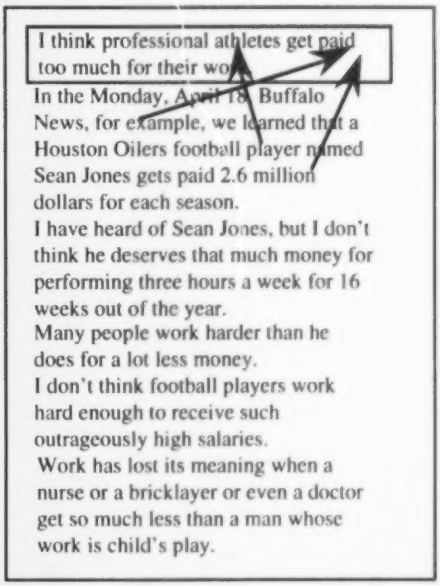
in a piece of writing. Together with Brandon, he co-authored another response to the "Salaries" topic. The co-authoring took about five minutes and consisted of Brandon dictating what he wanted to say and Jim writing down Brandon's ideas in a more logical way than in Brandon's first draft:

> I think professional athletes get paid too much for their work. In the Monday, April 18, Buffalo News, for example, we learned that a Houston Oilers football player named Sean Jones gets paid 2.6 million dollars for each season. I have heard of Sean Jones, but I don't think he deserves that much money for performing three hours a week for 16 weeks out of the year. Many people work harder than he does for a lot less money. I don't think football players work hard enough to receive such outrageously high salaries. Work has lost its meaning when a nurse or a bricklayer or even a doctor get so much less than a man whose work is child's play.

Next, Jim and Brandon used a drawing program on a microcomputer to highlight the main idea in the revised "Salaries" paragraph. They did this by drawing a box around the main idea:


I think professional athletes get paid too much for their work.
In the Monday, April 18, Buffalo News, for example, we learned that a Houston Oilers football player named Sean Jones gets paid 2.6 million dollars for each season.
I have heard of Sean Jones, but I don't think he deserves that much money for performing three hours a week for 16 weeks out of the year.
Many people work harder than he does for a lot less money.
I don't think football players work hard enough to receive such outrageously high salaries.
Work has lost its meaning when a nurse or a bricklayer or even a doctor get so much less than a man whose work is child's play.

After selecting and marking the main idea, Jim asked Brandon to draw arrows from words referring back to the main idea in each of the subsequent sentences. They worked together on one such sentence, as indicated here: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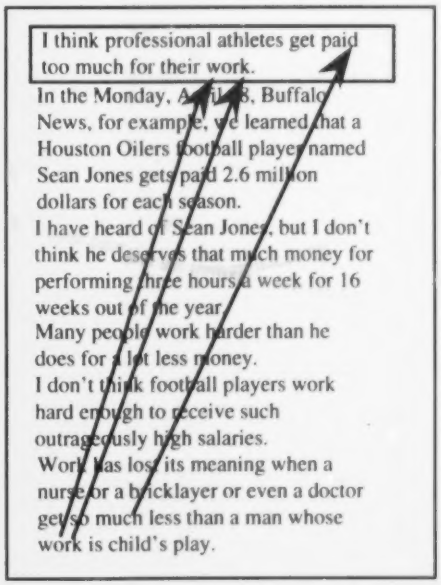
I don't think football players work hard enough to receive such outrageously high salaries.
Work has lost its meaning when a nurse or a bricklayer or even a doctor get so much less than a man whose work is child's play.

Brandon then took over the drawing of arrows for the connections between each of the other sentences and the main idea. The arrows for the final sentence, for example, looked like this:


I think professional athletes get paid too much for their work.
In the Monday, April 18, Buffalo News, for example, we learned that a Houston Oilers football player named Sean Jones gets paid 2.6 million dollars for each season.
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While he was drawing arrows, Brandon seemed to grasp the idea of logically connecting sentences because he talked about going up to the top sentence and about referring back to it, and he talked about basing everything else on the top sentence. His most frequent label for the main idea was simply "top sentence." Here again he is showing a preference for thinking visually or spatially. Jim suggested to Brandon that he think of connecting sentences as "drawing a map," and Brandon said, "Yeah, X marks the spot and everything leads to X." Brandon also said that the top layer of the computer diagram, the layer showing all the arrows connecting all the sentences, reminded him of the game of "Chutes and Ladders," and he talked about going up to the top sentence and basing everything else on the top sentence as "the ladder idea, at the top of all the action, where everything is based from."

Of course, explicitly marking patterns of reference is something we can do only after we write, and Brandon still had to work on using a visual representation of a main idea and patterns of relatedness with other ideas as a strategy while producing writing. In an extra-credit project for his social studies teacher Brandon had to write summaries and reactions for 10 news articles, and this project provided the perfect opportunity to repeatedly practice and reinforce the strategy of thinking about an "arrow ladder" or a map of a route between ideas as an aid to writing so that ideas are connected and not just listed or juxtaposed. With decreasing assistance from Jim, Brandon wrote 10 two-paragraph news summaries with the following diagram of the "Main Idea - Clarifying Information" strategy in front of him:

Insert Figure 1 about here

We will let the following example of one of Brandon's news summaries, written and revised and edited by him with minimal help, speak to the success of the strategy:

> This is a short article about business opportunities for Americans in South Africa. It reports that the economic climate in South Africa is quickly improving after years of

sanctions. Business opportunities are especially strong for African-American-owned firms because South Africa offers an untapped market of 45 million consumers. Two major black-owned companies, a manufacturer of hair-care products and an investment-management firm have already started doing business there. Many hundreds of small companies and entrepreneurs and consultants are also doing business there.

In my opinion business opportunities for Americans in South Africa are a very positive sign. Both Americans and South Africans benefit from the involvement of American business in South Africa. American business people, especially African Americans, have a new market for their goods and services, South Africans have new products and services to improve their lives. This favorable business climate will help to stabilize the new political structure in South Africa.

CONCLUSION

We want to end this essay by coming back to our opening argument that it is not pedagogically wise to separate writing skills from writing processes. Strategic instruction is useful precisely because it teaches skills writers need during writing processes.

Critics of process approaches to writing instruction, such as Delpit (1986; 1990), Gee (1990), and Collins (in press), repeatedly focus on the difficulties process approaches using mostly facilitative, implicit instruction can pose for students whose discourse strategies and expectations diverge from mainstream literate discourse. Their argument is that mainstream literate discourse is the language of school but has the best chance of being familiar to students who use it regularly outside of school. If schools avoid teaching the mainstream literate skills used tacitly in writing instruction, then instruction favors students who already possess the skills and how to use them to construct meaning. As one critic makes clear, writing instruction then imposes an inequitable burden on students who are less familiar with literate academic skills:

> [W]e should be aware that failing to focus on 'forms', and stressing 'meaning' and the student's own 'voice', can privilege those students who already know the 'rules' and the

> 'forms', especially if grades are assigned partly on how well the writing ultimately matches traditional expectations, either in the 'process writing' class itself or in later more content-based classes it is preparing the students for. The 'process writing' class exists in an overall system, and it can become complicit in that system in replicating the hierarchical status quo in yet another form, and one that is, perhaps, more effective in that the students who fail, fail without understanding the basis of the system that failed them. (Gee, 162)

Teachers working within process approaches often see themselves as "facilitators" whose role is to free students' personal stores of experience and information for expression and to promote growth by sustaining a positive, supportive classroom atmosphere. To that general pedagogical stance we would add the necessity of structuring instruction around sets of strategies that combine the rhetorical and self-regulatory skills that go into producing successful writng.

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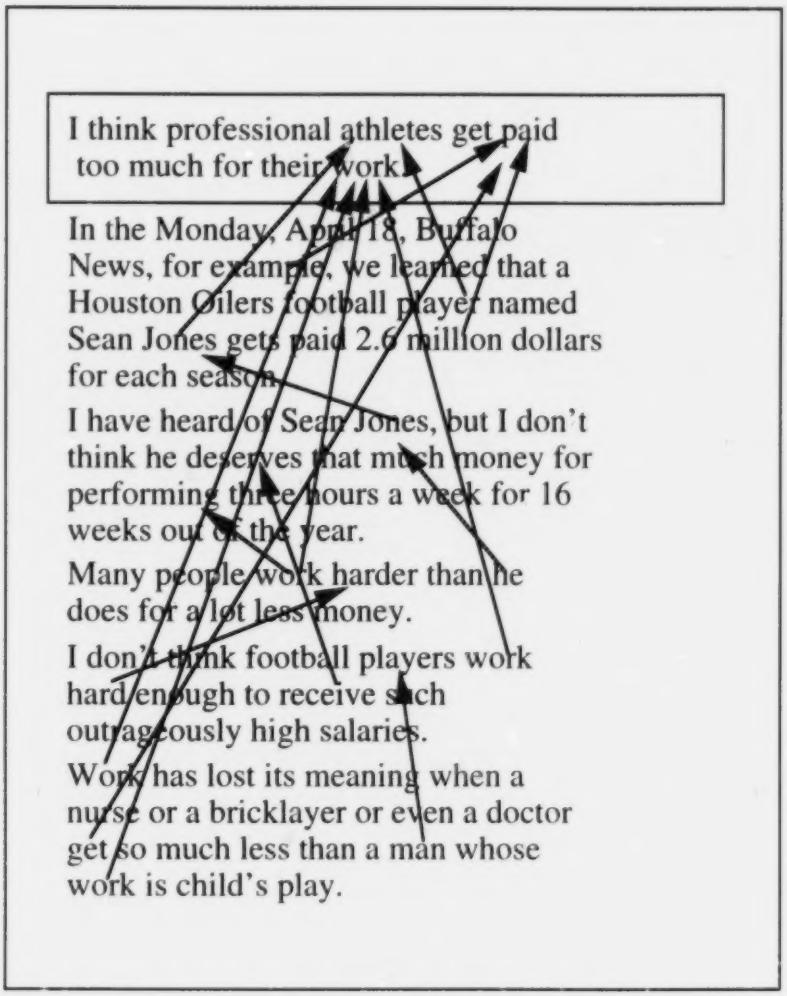
I think professional athletes get paid too much for their work.
In the Monday, April 18, Buffalo News, for example, we learned that a Houston Oilers football player named Sean Jones gets paid 2.6 million dollars for each season.
I have heard of Sean Jones, but I don't think he deserves that much money for performing three hours a week for 16 weeks out of the year.
Many people work harder than he does for a lot less money.
I don't think football players work hard enough to receive such outrageously high salaries.
Work has lost its meaning when a nurse or a bricklayer or even a doctor get so much less than a man whose work is child's play.

Figure 1. Graphic representation of the "Main Idea - Clarifying Information" Strategy